Tutoring Session Sample

Student: Oscar John, 2nd grade

April 17, 2012

Alternate Writing

Building on Text Comprehension

Strategy: Alternate Writing

Promotes: Sentence comprehension, Literal Comprehension, and Nonliteral comprehension

Materials: Student and Teacher’s writing

Paper or word processing software may be used

Time: 25 minutes

Setting: Quiet surroundings, working at a table.

1. Teacher selects a topic of interest: Taking a trip on a motorcycle.
   1. Teacher asks student where he would ride a motorcycle if he had one and could take a trip anywhere. Student states that he would travel to the beach. Teacher encourages brainstorming of ideas.
2. Teacher begins to write, using paper and pencil. Teacher thinks out loud as she writes. Teacher explains which sentence is her topic sentence and how she chooses what the following sentences will be about.
   1. Teacher writes for approximately two minutes.
3. Teacher passes the paper and pencil to the student and asks the student to write for two minutes.
   1. Teacher asks the student to read over the previous text before he starts writing.
   2. Teacher will advise student that the story needs to continue with the same theme.
4. The teacher takes the paper back. She silently reads the students addition to the story, and then begins adding to it.
   1. The teacher thinks aloud as she writes.
5. The student is then given the opportunity to write once more.
   1. Teacher advises student to stay with the theme through the conclusion.
   2. Teacher advises student he does not have to conclude the story, but may do so if he wishes.
6. Teacher reads student’s addition silently. Teacher adds a concluding paragraph, while thinking out loud.
7. Teacher tells the student she will read their finished work.
   1. Teacher reads the story out loud from start to finish. Teacher thinks out loud and edits her own work (only her own, not the student’s work).
8. The teacher encourages the student to revise his own work for coherence and grammatical clarity.

Description of the lesson:

This strategy uses a variety of text types. Prior knowledge is engaged to construct understanding. This approach helps the student understand and develop a sense of story line through construction. The student develops the knowledge of how stories are constructed in a way that they make sense to the reader. Thinking out loud engages the student in self understanding. Coherence and grammatical clarity is increased as the student understands how these concepts help the reader understand the text. The intent of the author becomes clearer for the student as the teacher thinks out loud. Sentences should be included to follow the theme and give the reader a complete picture of what is being written about.

Reflection of the Lesson: